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ABSTRACT

Support services for parenting teenagers which allow and encourage them to finish their education are a very real need that is only recently receiving greater attention. It is estimated that two thirds of all teenage mothers drop out of school. When these mothers do not receive the necessary basic skills to get a good job, many of these families end up on public assistance and remain there indefinitely. The Pregnancy, Education, and Parenting (PEP) program is designed to provide child care as well as other support services which help parenting students complete their education. Students in grades 8 through 12 who have a child under 3 years of age are eligible for PEP; 38 students participated in the 1990-91 program and all 38 were placed in a vocational home economics course (related to parenting and job preparation) plus five academic courses. The program objectives were met by the end of the 1990-91 school year with the exception of one: the child care was not yet licensed. Students took more initiative toward the end of the program in asking the staff questions about their babies' well-being, and about their own future plans. The staff also indicated that students were more confident about their abilities both as parents and as students. (A bibliography is included.) (LLL)

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Pregnancy, Education, and Parenting

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Austin Independent School District

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PREGNANCY, EDUCATION, AND PARENTING
Evaluation Findings, 1990-91
Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Trina L. Reed

Program Description

The Texas Legislature authorized pilot projects for teenage parents (and other high-risk groups) through Senate Bill 417 (see TEC 21.114). In January, 1990, AISD was awarded grants totaling $205,354 to conduct the Pregnancy, Education, and Parenting pilot for students in grades 6-8 through August 31, 1990. At the beginning of the 1990-91 school term, $246,531 was awarded to AISD for programming through August 31, 1991.

The new funds allowed AISD to continue a program which served parenting students well and to make changes in the staffing and facilities of the program at Robbins Secondary School . A computer center was completed this year to assist in the vocational training. Also, the child care center was remodeled to accommodate toddlers as well as infants.

Robbins offers a contract curriculum which helps students keep up with their class work in spite of frequent absences due to child care responsibilities. Parenting classes are also offered to help prepare young mothers for the responsibilities of parenthood. Other support services included: counseling, healthcare, and vocational training.

The PEP program supplements services provided for teenage parents through the Teenage Parent Program (TAPP). TAPP serves students through the semester in which their child is born. After that time students may transfer into PEP (if space is available), or return to their home school.

Major Findings

1. For the second year, the program was successful in terms of accomplishing its goals. All of the objectives were met with the exception of one: the child care will not be licensed until September 1991 (pg. 9).

2. The dropout rate for PEP students (24%) was lower than the rate for Teenage Parent Program (TAPP) students (48%) (pg. 10). Attendance rates were similar for both programs (pg. 9).

3. All students surveyed believed that the child care made it easier for them to attend school. Over half (58%) said they learned more about preparing for a job since enrolling in the program (pg. 11).

4. The vast majority of the PEP students surveyed were more confident about finishing school and believed that their reading, writing, and mathematics skills had improved (84%) (pg. 11).

5. The PEP program served eighth through twelfth graders in 1990-91; 38 students with infants and/or toddlers were served beginning October 1, 1990 (pg. 4). Based on Travis County Statistics, it is estimated that there are as many as 1500 parenting students in the District (pg.1).

OPEN LETTER TO AISD

The PEP program is designed to provide child care as well as other support services which help parenting students complete their education. Necessary services have been identified by TEA as: child care, courses related to parenting, child development, and health care, assistance in obtaining available community and government services, counseling, job training or pre-employment work programs, and transportation (as appropriate) for parent and child between campus, child care facilities, community service agencies, and employment.

AISD's PEP program is providing these required services. The child care staff shows concern for the children's physical, emotional, and cognitive development. Students receive assistance in applying for and receiving the services of WIC and AFDC, transportation to get themselves and their babies immunized, personal and vocational counseling, parenting skills information, and health care information.

There were, however, some problems in the program design and delivery. One problem which caused tension in the program was the lack of communication between the District staffs involved in the program. The other problem was in the District's definition of which students could be enrolled in PEP. Only students who were willing and able to be served by the child care facilities were enrolled in the program. Only 25 infants/toddlers could be served by the child care center at any time.

The staff did pull together a very worthwhile program for the 38 PEP participants served this year, despite the difficulties. However, many more than 38 students need the support services which PEP offers. Even if all of the students who need services cannot receive them from the District, these students need help in receiving as many services as possible to help them stay in school.

Often students are unaware that these services are available in the community, or simply have no way of accessing them. AISD should act as the liaison between the students and the social service agencies to encourage more of these children to stay in school. This may represent a more efficient method of delivering needed support services to more students.

By developing partnerships with a few reliable community agencies, the District could conceivably expand the PEP program without equally expanding the cost to the District. The PEP program could be expanded throughout the District by creating PEP managers, whose duties would be limited to liaison/advocacy. The PEP managers would be responsible for coordinating with outside agencies who provide services to AISD students, for example:

Child Inc.	to provide child care services
YWCA	to provide teen parenting skills and peer group counseling
Urban League	to provide pre-employment training
SER-Jobs for Progress	to provide pre-employment training
TEC	to assist students in job placement

Of course, in locations which already have child care, the PEP program could still provide on-site child care to students who do not have any other child care resources.

According to the Department of Human Services, each dollar invested in educating potential dropouts results in a $9 return to the State. Statistics indicate that parenting students are in a high-risk category for dropping out, most of them with good reasons like not having the resources to stay in school and take care of their babies. For these reasons, the PEP program is a step in the right direction for AISD. However, there is a lot more that could and should be done to help pregnant and parenting students receive the education they need to live independently in a society which is getting more complicated each day.

AISD has made a commitment to take a progressive step, along with other major districts, in educating all of its students, not just the ones with the fewest needs. Pregnant and parenting students, perhaps more than any others, need to complete their education. For the sake ofthe parenting teens, their children, and the sake of Austin taxpayers, these students need to have the necessary skills to survive independently in the complicated society in which we live. AISD cannot step back from its commitment to these students. We must go forward, with the help of other community agencies, in preparing all of Austin youth to face the future, especially those who will face the greatest obstacles.

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BACKGROUND

Support services for parenting teenagers which allow and encourage them to finish their education are a very real need that is only recently receiving greater attention. Texas has the second-highest birth rate of women younger than 20 years and the highest birth rate of girls younger than 14 (Texas Research League, 1990). The Texas Department of Human Services reported that, in the 1988 fiscal year, 12,000 mothers between 13 and 19 years old were eligible for AFDC and Medicaid. The cost to AFDC alone was approximately $21 million (Travis County Statistics, 1990).

In addition, the National Association of State Boards of Education reports that 40% of female dropouts indicate that pregnancy or marriage is the reason (NASBE, 1990). Interviews with 95 AISD dropouts indicated that 26.8% of female dropouts reported pregnancy or child care responsibility as the primary reason (Davis and Doss, 1982). The report also indicated that 7.4% of male students dropped out to care for pregnant girlfriends (Doss, 1982). The District's most current dropout information indicates that 823 girls and 925 boys droped out of the District during the 1989-90 school term (Frazer, 1990). By applying the statistics above to the AISD drop-out statistics, **it can be estimated that as many as 400 dropouts might have been kept in school by providing support services to parenting students.**

If the Austin Independent School District is successfully to educate all of the young people in the District, support systems must be developed to encourage and facilitate the education of pregnant and parenting students. The results of the fall 1990 student survey indicate that 4.0% of female high school respondents and 1.9% of male high school respondents are parents with child care responsibilities (Spano, 1991). Based on these percentages, **there are approximatelly 450 parents currently attending Austin high schools.** There is not a reliable estimate available for parenting rates lower than ninth grade; however, we do know that **parenting students as young as the sixth grade are present in the District based on the enrollment records of**

the Teenage Parent Program (TAPP).

Travis County statistics show that 903 mothers between the ages 13 and 18 had live births in 1990. Using Travis County statistics as far back as 1987 (eliminating mothers who are not older than 18), it is estimated that there are approximately 1500 teen mothers in the District (see Figure 1).

Figure 1
Travis County Statistics
Live Births to Mother 13-18

Mother's Age	Number of Births			
	1990	1989	1988	1987
18	363	--	--	--
17	268	258	--	--
16	162	153	141	--
15	80	88	124	88
14	26	31	37	38
13	4	8	8	7

Average number of mothers 13-18 who were already Mothers = 22%

Total Live Births (1884) - teens who were already mothers (414)= 1470

The Teenage Parenting Council of America (TPCA) estimates that two thirds of all teenage mothers drop out of school (TPCA, 1990). When these mothers do not receive the necessary basic skills to get a good job, many of these families end up on public assistance and remain there indefinitely.

PROGRAM DESCRIPTION

Recruitment

There were three basic ways that students were recruited for the 1990-91 Pregnancy, Education, and Parenting Program (PEP): 1) a referral list of about 65 students was created last year which had not been exhausted, 2) students at Robbins Secondary School who met the entry criteria were made aware of the PEP program and those who expressed interest in the program were placed on the waiting list, and 3) referrals were received from the supervisor of the Teenage Parent Program (TAPP) at St. John's.

Entry/Exit Criteria

Eligibility for AISD's PEP program is based on two criterion: grade level and child care. Any student in grades eight through twelve who has a child under three years of age is eligible for PEP. Eighth graders are given priority for enrollment in the program. Students must enroll their child in the on-site child care and be willing to participate in PEP activities. While graduation is the preferred exit criterion, some students were taken off the enrollment list for nonattendance after extensive attempts to get them to return to school.

Transition Into/From PEP

Students transferred into the PEP program from the regular AISD high school or middle school programs, from TAPP, or as recovered dropouts. If students choose to transfer to another school in the District, they are dropped from the PEP program.

AISD Planning and Coordination

According to the program manager, PEP students were included in all special programs in which Robbins Secondary School was involved: Adopt-A-School, the Mentor Program, Drug-Free Schools, and Peer Assistance and Leadership (PAL). PEP was also independently adopted by the Texas Highway Department and recruited its own mentors. District procedures, related to required training and paperwork, were employed to incorporate these programs into the PEP curriculum. PEP was thus

indirectly supported by these programs as a result of PEP students' participation in these districtwide efforts.

Staffing

Reorganization of the program staff, according to the 1990-91 grant application, seems to have improved the operation of the program over last year. The project manager is no longer responsible for teaching and counseling, in addition to managing the child care center. This year, a counselor for the PEP students was added, and the students were placed in home economic courses which were taught by a regular Robbins teacher. The teacher's normal course work was also being supplemented with a new computer lab and programs designed to help students explore career options. There is also a half-time nurse on the PEP staff. Program records show that staff took a total of 71 hours of training; however, Advanced Academic Training (AAT) credit was received for very little of that training (7%).

Coordination Across Agencies

Coordination took place with 36 community agencies who were actively involved with the PEP program this year (see Attachment 1). According to program records, there was also an advisory council which met monthly. The council consisted of 15 members whose representation was equally distributed among social service agencies, education agencies, and businesses.

Placement and Assessment

All students were placed in a vocational home economics course (related to parenting and job preparation) plus five academic courses based on academic records and Texas Assessment of Academic Skills (TAAS) and Iowa Tests of Basic Skills (ITBS) scores. The PEP counselor said that the Career Occupations Placement Survey (COPS) and Career Abilities Placement Survey (CAPS) tests were given to all PEP students, and scores were used in conjunction with students' expressed interests to focus career information.

PROGRAM IMPLEMENTATION

Families Served

Students. The PEP program was originally designed to serve seventh and eighth graders and their infants. The program was modified when it was discovered that Robbins did not serve seventh graders. After operating the program for two months during the spring of 1990, it was decided that adding a toddler center would allow more students to qualify for the program's services. Thus, in 1990-91, the PEP program was open to eighth through twelfth graders; **however, the original concern for middle/junior high school parents still has not been addressed. There is still no program for teenage parents below grade 8 in AISD** (once they leave St. John's Teenage Parent Program).

The students who were served by the PEP program were demographically similar to the Teenage Parent Program (TAPP) students, as Figure 2 illustrates (see below). TAPP served as the contrast group for the TEA Evaluation Report on the PEP program. Both programs served mostly low-income students who were overage for their grade. Also, in both programs more African American and Hispanic students were

Figure 2

CHARACTERISTICS OF PEP AND TEEN PARENT (TAPP) STUDENTS

		PEP (N = 38)		TAPP (N = 161)	
		#	%	#	%
Grade	8	11	29%	21	13%
	9	17	45%	54	34%
	10	7	18%	39	24%
	11	2	5%	21	13%
	12	1	3%	26	16%
Sex	Female	38	100%	161	100%
	Male	0	0%	0	0%
Ethnicity	Black	18	47%	54	34%
	Hispanic	17	45%	85	53%
	Other	3	8%	22	14%
Low Income		31	82%	123	76%
LEP		0	0%	2	1%
Overage for Grade		34	90%	115	71%

served than Others. Differences in the groups relate to the nature of the campus and program eligibility. TAPP serves female students in grades 6-12 during the semester they deliver, but then students must move on (comparisons include only those in grades 8-12). TAPP is also a self-contained, special education campus. PEP students have already had their babies and can stay for a longer period at Robbins Secondary School. Most classes are taken with other Robbins students (Robbins serves grades 8-12).

The PEP students were also demographically similar to other female students attending Robbins. PEP students indicated in an informal survey conducted by the PEP counselor that they thought that two thirds of the students at Robbins were parents. If the students are correct in their assessment, PEP, which served no more than 25 students at a time, is not addressing as many students as it could, even at Robbins.

One reason that the PEP program serves so few students at a time is the District's definition of eligibility. The program records show that one student was taken out of the program because her mother prefered to take care of the infant while her daughter was at school. Thus, the student no longer met the program requirement of willingness to use the child care center.

Infant and Others. Thirty-nine infants and toddlers were served in the PEP child care center this year. None of the babies was considered handicapped and only one had a low birth weight, according to the nurse (see Attachment 2).

According to program records, 41 male significant others were involved in the PEP program this year; 10 percent had moderate to frequent involvement. Fifty-seven female significant others were involved in the program, two of whom were frequently involved. Two special programs were provided for the significant adults in the lives of the students; program records show that 10 adults participated.

Service Delivery

Child Care. AISD has a curriculum in its child care center which is designed to prepare these children for classroom success when they enter the District as students. Interviews with the child care staff and site visitation showed that toddlers were introduced to colors and shapes, animals, books, museums, and other items which help develop school readines and awareness of their environment.

Instruction/Counseling. Classes at Robbins Secondary School are small, allowing instructional flexibility and enhanced student-teacher interaction. Courses are organized as continuous progress, with prepared course contracts detailing requirements for students. All PEP students take vocational home economics topics related to child development and family living; one exception was a student who the counselor said had already taken all the required home economics courses (see Attachment 3).

Parenting and health care seminars were held monthly. The nurse indicated that students develop their knowledge of relevant health care issues, including birth control, and childhood diseases. Parenting seminars include information on child development, toy safety, and methods of stimulating their children's cognition.

Health Care. A half-time nurse was available to PEP students daily for themselves and their babies. Records also show that babies were taken to the health clinic for inoculations. The nurse also indicated that she and other health care professionals discussed special heath care topics with the students during PEP discussion periods.

Social Services. Students receive assistance in applying for and receiving the services of the Texas Department of Health agencies Women, Infants, and Children (WIC) and Assistance to Families with Dependent Children (AFDC), transportation to get themselves and their babies immunized, personal and vocational counseling, parenting skills information, and health care information (see Attachment 4).

Vocational. The counselor's records showed that all PEP students received vocational counseling in addition to the vocational instruction provided by the home economics teacher. Guest speakers on vocational topics also came into the program to discuss career options and motivation with the students, at the invitation of the counselor. Two of the PEP students were enrolled in Coordinated Vocational-Academic Education (CVAE). Although Robbins does not offer much vocational education on its campus, the counselor felt good about what the program was able to offer. She said that students moved from a point of not knowing what they wanted to do, to the point of requesting particular vocational courses by the end of the school term.

Follow-up

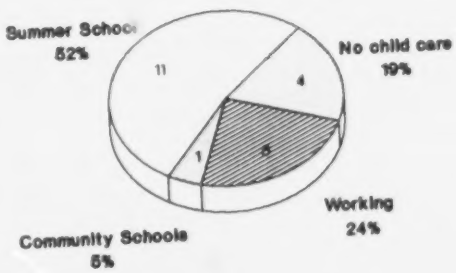
Students who failed to return to the program at the beginning of the year or who left the program during this year (1990-91) were contacted by the counselor to encourage them to return to the program and to offer guidance in decision making about their future.

Summer Assistance

The project manager said that the program paid tuition for 11 students to register for summer school. These students also had access to the child care services while they are attended summer school. The project manager also indicated that one student who received a scholarship to attend the community schools received child care from the program, as well as five students who worked during the summer.

Figure 3

Eligibilty for Child Care



81% Received Summer Child Care

Difficulties, Modifications and Refinements

Case Managers. Master of Social Work (MSW) candidates were to be contacted about doing the case management for the program; however, the PEP staff was informed that they could not work in any program in which there was no certified MSW on staff. The PEP staff provided some case management with the assistance of outside agencies (see Attachment 1).

Communication. The grant contact person was not part of the PEP program staff. The staff was not very familiar with grant requirements. As a result there were several misunderstandings about who could be served, how the grant specifications could be changed, when necessary, to fit the needs of the students served, and how the money could be used.

Time. Interviews with program staff indicated that the additional health, parenting, counseling, and vocational activities required by the grant were accomplished during the lunch period or in bimonthly group discussions which require the students to miss part of a different class period each discussion. The goal of increasing class attendance and performance is undermined when the program operates by pulling students out of class.

In addition, when activities are scheduled during the lunch period, time and attention is divided between the activity and eating. Also, the lunch period is the only time that students can visit their babies and/or socialize with friends. The project director indicated that attendance was generally less than 50% during the lunch period. Although all of these activities were not mandatory for the grant, many of the mandatory activities had similarly low attendance.

PROGRAM EFFECTIVENESS

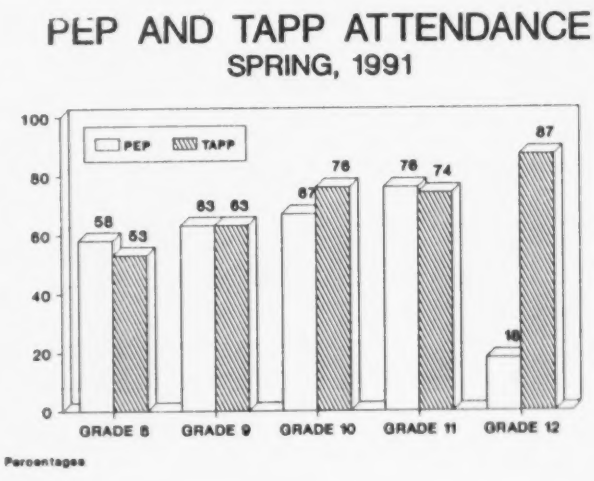
PROGRESS TOWARDS PROGRAM GOALS

The program manager stated that all of the program objectives were met by the end of the 1990-91 school year with the exception of one: the child care was not licensed (see Attachment 5). Students took more initiative toward the end of the program in asking the staff questions about their babies' well being, and about their own future plans. The staff also indicated that students were more confident about their abilities both as parents and as students. For about half of the PEP students progress was clearly apparent; however, staff indicated that the other students made only marginal progress in the program. The staff indicated that the difference seemed to be related to the level of parental support and the students' interest in their school achievement.

Course Grades and Attendance

Passing four of six courses or three of five courses in the spring semester was considered satisfactory progress for the TEA Evaluation Report (incompletes were counted as passing). Spring semester grade-point averages were also higher for PEP than for TAPP (see Attachment 6). Program records show that 15 students out of the 21 who were enrolled in PEP at the end of the spring semester made satisfactory progress (39% of the 38 total enrollment). Thirteen percent of TAPP students made satisfactory progress based on the same criteria.

Figure 4



Although neither PEP nor TAPP compared favorably to the District's average daily attendance rate of 91%, at all grade levels except 12, attendance was very similar (Wilkinson and Spano, 1991)--there was only one twelfth grader in the PEP program.

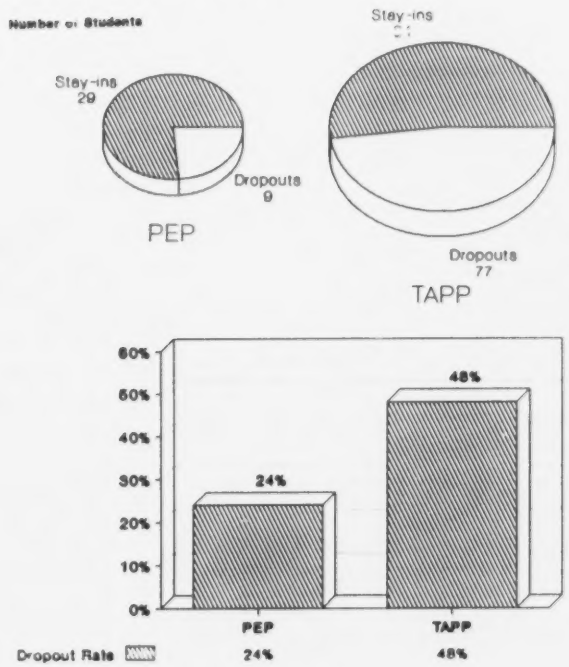
Dropout Status

According to the GENESYS records, PEP did show a lower dropout rate than TAPP. Nine (24%) of the students who enrolled in the 1990-91 PEP program dropped out of school as of the fifth six-weeks, compared to 77 (48%) TAPP students. PEP is a much smaller sample than TAPP and longitudinal information is not yet available, but it seems reasonable to assume that providing support services to parenting teens would have a positive effect on the dropout rate for the students.

Figure 5

PEP and TAPP 1990-91

Dropout Statistics



Students' Opinions

A survey from ORE was given to PEP students to obtain their opinions regarding the program. Twelve PEP students were present in the two home economics courses in which the survey was given (seven students were absent that day, two students took the course at a different time, and one student was not required to take the course). The survey results were as follows:

All of the students surveyed believed that day care made it easier for them to attend school, and most students (84%) believed that they had improved their parenting and family living skills.

The vast majority of the students (84%) were more confident about finishing school now that they were in the PEP program and believed that their reading, writing, and mathematics skills had improved since they entered Robbins.

Over half (58%) of the students reported that they had learned more about preparing for a job since enrolling in the program.

All of the students considered PEP to be a very effective program.

Figure 6

PEP STUDENT SURVEY RESPONSES
MAY, 1991

ITEM		RESPONSES AGREE	NEUTRAL	DISAGREE
1. I am more confident about finishing high school now that I am in this program. (N=12)	#	10	2	0
	%	84%	16%	0%
2. I know more about child development, parenting, home and family living, nutrition, and family health now than I did before I came here. (N=12)	#	10	2	0
	%	84%	16%	0%
3. I have improved my skills in reading, writing, and mathematics here at Robbins. (N=12)	#	10	0	2
	%	84%	0%	16%
4. I have learned more about preparing for a job since enrolling in this program. (N=12)	#	7	4	1
	%	58%	34%	8%
5. Having day care provided here at Robbins makes it easier for me to attend school. (N=12)	#	12	0	0
	%	100%	0%	0%
		VERY EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE
6. How would you rate the effectiveness of the parenting program so far? (N=12)	#	12	0	0
	%	100%	0%	0%
7. How much education do you plan to complete? (N=11, 2 missing)		#	%	
Graduate High School	#	3	27%	
Some College or Technical School	#	6	55%	
Graduate from College	#	1	9%	
Attend Graduate School	#	1	9%	

NOTE: AGREE = Strongly Agree plus Agree DISAGREE = Strongly Disagree plus Disagree

REPLICABILITY AND RECOMMENDATIONS

In staff interviews all of the program staff indicated that the services provided by PEP are very much needed to support parenting students; however, both the counselor and the program manager concluded that the program could afford some restructuring in terms of the eligibility criteria and the use of AISD staff. The program manager and the counselor both thought that the use of the current eligibilty criteria appeared arbitrary. They said that it seemed to favored the small number program participants over other parenting students at Robbins who could have been enrolled. The counselor also thought that it was unnecessary to have a separate counselor for so few students.

Recommended changes include:

1) The role of the counselor might have been better filled by a case manager. Hiring a program case manager would also allow the program to make use of MSW candidates from UT.

2) Strengthening the partnerships between the PEP Program and outside agencies could reduce the work load on AISD staff while increasing the level of service provided to students. The Advisory Board seems willing (even eager) to provide services. By encouraging the involvement of outside agencies in the development and implementation of this curriculum, the District could enhance the PEP program to a interconnecting support system which better meets the needs of pregnant/parenting students.

3) The adoption of a teen parenting course could provide the time needed to prepare parenting students better for their parental responsibilities.

4) Job training and/or pre-employment counseling might also be provided by JTPA-funded agencies, or students could be encouraged to consider intercampus transportation already provided for vocational courses at other campuses. Job placement might also be an effective tool for drawing student-parents (especially fathers) into the program.

5) Peer group counseling sessions could be instituted in which students would have opportunities to discuss with each other the issues involved in being a teen parent. The YWCA

and the Teenage Parent Council offer such counseling sessions and could be helpful in establishing them at Robbins.

6) Contracted child care would allow the program to serve many more students than the current on-site child care facility does.

7) Geographic school regions which would represent more than one campus could be served by PEP managers whose duties would be limited to case management. The PEP manager would be responsible for coordinating with outside agencies who provide services to AISD students and would serve students by seeing to it that each represented student received the maximum support services available. In this way parenting students at all grade levels could receive information and support services without having to leave their regular campus.

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2132 Reagan Secondary School
District and Campus Names

227 901 011 1991-93
County/District/Campus Number

PART E. OTHER AGENCIES AND ORGANIZATIONS INVOLVED IN PILOT PROGRAM

E1. Other agencies and organizations involved in the pilot program:

1. Name of Organization or Agency	2. Approx. Total # Hours	3. Type of Involvement Code (check as apply): 01	02	03	04	05	06	07	08	09	10	11
1. Planned Parenthood SE-Riverside	1	X								X		
2. Seton Clinic	1				X					X		
3. Austin News Agency	NA						X					
4. People's Community Clinic	1	X								X		
5. Marywood Maternity & Adoption Service	135					X			X			
6. Austin Housing Authority	135					X			X			
7. Child, Inc.	135					X			X			
8. Motorola Paul Eric	1				X					X		
9. Ms. Rose McDonald	1				X					X		
10. Ms. Ella Uzaka	1				X					X		

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AISD/ Robbins Secondary School
District and Campus Names

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County/District/Campus Number

90.30

PART E. OTHER AGENCIES AND ORGANIZATIONS INVOLVED IN PILOT PROGRAM

E1. Other agencies and organizations involved in the pilot program:

1. Name of Organization or Agency	2. Approx. Total # Hours	3. Type of Involvement Code (check as apply): 01	02	03	04	05	06	07	08	09	10	11
1. Texas Work Together	1								X			
2. Texas Employment Commission	10				X				X			
3. U.T. Campus Activities	100								X			
4. The Gap	19				X				X			
5. I.M	10				X				X			
6. Middle Earth	1								X			
7. Austin Urban League	1								X			
8. St. David's Counseling Ctr.	13.5					X			X			
9. Austin Community Nursery Schools	13.5					X			X			
10. Legal Aid Society	13.5					X			X			

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AISD/Robbins Secondary School
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County/District/Campus Number

1991-05

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PART E. OTHER AGENCIES AND ORGANIZATIONS INVOLVED IN PILOT PROGRAM

E1. Other agencies and organizations involved in the pilot program:

1. Name of Organization or Agency	2. Approx. Total # Hours	3. Type of Involvement Code (check as apply): 01	02	03	04	05	06	07	08	09	10	11
1. WIC	18	X				X						
2. PruCare Clinic	2	X								X		
3. Austin Pediatric Associateion	NA						X					
4. Mead Johnson Laboratory	NA						X					
5. Health Dept. Immunization Clinic	3	X				X				X		
6. Charter Hospital	10				X					X		
7. Texas Highways	3						X			X		
8. UT-Communication Disorders Dept.	95									X		
9. University Outreach	10				X				X			
10. Austin Women's Center	1								X			

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1991-05

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PART E. OTHER AGENCIES AND ORGANIZATIONS INVOLVED IN PILOT PROGRAM

E1. Other agencies and organizations involved in the pilot program:

1. Name of Organization or Agency	2. Approx. Total # Hours	3. Type of Involvement Code (check as apply): 01	02	03	04	05	06	07	08	09	10	11
1. Peggy Seale First Home	13.5					X			X			
2. Austin Families, Inc.	13.5					X			X			
3. Community Advocates for Teens & Parents	13.5					X			X			
4. San Juan Development Ctr.	13.5					X			X			
5.												
6.												
7.												
8.												
9.												
10.												

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AISD/Robbins Secondary School

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1991-05

ATTACHMENT 2

PART B. INFORMATION ABOUT INFANTS AND CHILDREN OF ENROLLED STUDENTS WHO WERE PARENTS

B1. By year of birth, the number of infants or children of enrolled, school-aged parents served through the pilot program:

Birth Year:	1991	1990	1989	1988	1987	1986	1985	1984	1983	1982	1981
# children:	3	20	13	3							

B2. Number of infants or children of enrolled, school-aged parents receiving services by virtue of parents' participation in the pilot project:

Type of Service	Number of children
Row 1. Child care	39
Row 2. Health clinic/ medical services	39

B3. Number of infants and children who were identified for special education. 0

B4. Number of infants and children who were identified low birth weight babies: 1

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AISD/Robbins Secondary School
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ATTACHMENT 3

PART A. INFORMATION ABOUT ENROLLED STUDENTS

A1. In the box provided, enter the total number of potentially eligible school-aged parents *contacted in outreach efforts by program staff*, regardless of whether or not those students subsequently enrolled in the pilot program:

67

A2. Counts of students receiving each type of service by virtue of participation in the pilot program, and number of hours that students typically received specified types of services (rounded to nearest half hour, using one decimal place):

Services	Number of Students	Typical # Hours/Week (HHH.H)
Row 1. Students receiving ANY services (TOTAL)	38	
Row 2. Required instruction	38	
Row 3. Tutorial instruction (beyond that regularly provided to all enrolled students)	23	1-2/wk
Row 4. Computer-assisted instruction (beyond that regularly provided to all enrolled students)	25	1-2/wk
Row 5. Social work services provided directly by, or facilitated by, pilot program staff	38	
Row 6. Counseling services (beyond that regularly provided to all enrolled students)	38	
Row 7. Transportation (beyond that regularly provided to all enrolled students)	9	
Row 8. Child care for students' children	38	1-2

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ATTACHMENT 4

A4. Counts of students receiving assistance from each of the following sources:

Source	a. # Prior Assistance	b. # New Assistance	c. Total (a+b)
Row 1. Program-based work-related training		38	38
Row 2. Job placement through program			0
Row 3. TEC job placement			0
Row 4. AFDC supplement	9		9
Row 5. Women, Infants, and Children (WIC)	27	1	28
Row 6. Attorney General/Child Support			0
Row 7. Other legal services (not AG/Child Support)			0
Row 8. Health clinic/medical services	23	1	24
Row 9. Shelter (emergency or homeless)			0
Row 10. Other--Specify:_____			0

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PEP Objectives

Objectives:	Date completed:
• To provide licensed day care services for middle/junior high school parenting students in a school setting	
- Remodel to provide area for toddlers and computer lab	9-15-90 and 11-30-90 respectively
- Order equipment and supplies	10-1-90
- Hire and train staff	10-1-91 (through 5-1-91 for training)
- License center through Department of Human Services	projected date 9-15-91
- Identify toddlers for program	10-1-90 through 5-20-91
• To improve middle/junior high school parenting students' academic skills in reading, writing, mathematics, and critical thinking	ongoing
• To improve middle/junior high school parenting students' health as well as their babies' health through nursing interventions	5-31-91
• To improve middle/junior high school parenting students' knowledge and skills in child development, parenting, home and family living, nutrition and individual and family health	5-31-91
• Change staffing to the following: -project/case manager -counselor -nurse -secretary -full-time aides -part-time aides -Foster Grandparents -Vocational Home Economics Teacher	10-1-90

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ATTACHMENT 6

PEP and TAPP Grade-point Averages

A7. Number of students in Participant and Contrast Groups at each grade level and their respective grade point averages (on a 100-point scale, rounded to one decimal place) for the first and last six-week grading periods of the 1990-1991 school year:

	Participant Group Grade Levels: 07	08	09	10	11	12
No. of students		11	17	7	2	1
First six-weeks' average grades		67.1	78.6	82.5	81.1	67.1
Last six-weeks' average grades		*	74.2	76.6	77.7	*
	Contrast Group Grade Levels: 07	08	09	10	11	12
No. of students		21	54	39	21	26
First six-weeks' average grades		83.9	70.9	67.1	83.2	92.3
Last six-weeks' average grades		82.8	58.5	66.3	80.2	77.8

* Grades= Incomplete

Austin Independent School District

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